



Spalding University

College of Education

In keeping with the Spalding University pioneer spirit of service and the tradition of collaborative commitment to the development of the total person, the College of Education has as its mission the preparation of educators who will possess intellectual understanding, holistic perspective, and professional skills to lead others to the maximum use of their potential for lifelong learning in multicultural society.

Term/Year

Course Title (Credit Hours) Developmental Reading in the Middle/High Schools

Course Number(s) EDR 556

College/School & Program College of Education – EDR 556

Time(s) Location

Instructor Brenda J. Gunnell, Ed.D.

Office Hours n/a

Office Location

Contact Information Cell: Email:

Course Description (3)Credit Hours (20)Hours – Field Experience

Studies the development of reading skills in the content areas, with special attention to various strategies and methodologies used across disciplines to aid developmentally diverse students. Also covered: authentic assessments (formal and informal), readability formulas, approaches to reading (e.g., phonics, whole language, etc.), differentiation, state & national standards, and other classroom strategies such as formative assessment, interdisciplinary planning, mind sets and addressing basic adolescent student needs (autonomy, competence, relationships).

Required Texts and Other Materials

Students are expected to have required text(s) at the first class session or documentation that the texts have been ordered. Required texts are expected at each session unless given different instructions by the instructor.

Reading Strategies for Middle and High School Students. Lenski, Susan Davis, Wham, Mary Ann, and Johns, Jerry L. Kendall/Hunt Publishing Co. (latest edition)

Required Email – LiveText

Students are required to use their Spalding University Email to correspond with instructors. Email may be accessed through the University Portal at <https://my.spalding.edu> Students are required to use LiveText to submit projects and assignments.

Withdrawal Dates and Financial Aid Information

If your class is in term _____, the last day to drop the class is _____. Specific withdrawal information is available from the office of the University Registrar. Please be sure to contact your University financial aid counselor before dropping or withdrawing from any class, as this may impact your financial aid status.

Conceptual Framework - Professional Dispositions

The College of Education at Spalding University believes that educators are leaders. The **• Educator as Leader•** model is characterized by a metaphor of an interlaced Celtic knot. The never ending strands represent the permanence and the continuum of teacher professional dispositions drawn from a knowledge-base aligned with national, state, and professional standards in support of student learning and development.

College of Education faculty and students are expected demonstrate the following professional dispositions:

- **Knowing** Demonstrates a continued devotion to acquiring knowledge about the content, pedagogy, and professional areas of teaching
- **Reflective** Demonstrates the belief that all students can learn and the ability to evaluate teaching and learning experiences for personal and professional growth
- **Creative** Demonstrates flexibility in meeting needs and using best practices to promote student learning
- **Caring** Demonstrates respect for self and others, openness to diverse perspectives and cultures, and perseverance in serving learners, families, schools, and communities
- **Ethical** Demonstrates a commitment to fairness, and the principles of personal, academic, and professional integrity
- **Visionary** Demonstrate insight in creating a learning environment and communicating a view of teaching and learning that empowers others to achieve their potential

Learning Outcomes - Course Objectives
Based on applicable Kentucky Teacher Standards (Initial/Advanced)
(Goals, Benchmarks, and Competencies – if applicable)

The students will:

1. Research and demonstrate 15 literacy strategies for adolescent and young adult learners to support the specific content learning area of their choice
2. Prepare written response papers on: formative and summative YA literacy assessments, differentiation of literacy instruction for diverse students in grades 5-12, adolescent and young adult “growth mindsets,” and early adolescent and young adult physical, cognitive, emotional, and social development related to success in the classroom (research articles provided by instructor and identified by students through print and on-line resources)
3. Present critical responses to assigned reading through group presentations
4. Plan a significant field study trip to meet the literacy and content learning needs and interests of linguistically, academically, and socio-culturally diverse students using interdisciplinary literacy strategies
5. Collaborate with a colleague or with the field experience mentor teacher to explore, apply, assess, adapt to student learning, and evaluate a minimum of 10 on-line reading instructional aids, interactive games, virtual-manipulatives, and student-safe resources to support differentiated instruction for integrated reading and writing development to meet the needs and interests of diverse adolescent learners across the secondary curriculum (website reviews required)
6. Develop and present during field experiences at least 5 “best practice” literacy strategies to connect the theories and philosophical stances expressed in, “What Every Content Teacher Should Know About Adolescent Literacy”
7. Based on understanding of formal, summative, district-wide reading assessments, collaborate with the field experience mentor to apply readability formulas to select, administer, and interpret informal reading assessments for three adolescent learners to develop plans for differentiated literacy instruction in a specific content area
8. Document through field experiences and participation in JCPS professional development opportunities your ability to understand and apply the new Kentucky Common Core Academic Standards (KCAS) as they pertain to highly qualified teaching (CHETL) through lesson design and end of course assessments
9. Document your membership/participation at any level of the IRA or NCTE and use their resources to construct a Professional Growth Plan to support your development of the knowledge, skills, and dispositions required for becoming an effective content area literacy educator for diverse adolescent and young adult learners.

Modes of Instruction

Lecture, discussion, group work, research, field experiences in diverse middle and high schools.

Instructional Accommodation

Class members who require special arrangements in order to meet course requirements should contact the instructor immediately to organize special instructional accommodations. Students seeking instructional accommodation must provide written verification of the need for such accommodation from Kelly Cogar, 873-4161, in the Office of Accessibility Services located in the Academic Resource Center in the Egan Leadership Center.

COMMON CORE STANDARDS – KY SENATE BILL 1

Along with competencies delineated in the Conceptual Framework, participants must be aware that all professional education courses address and affirm the Common Core Standards under the Commonwealth of Kentucky Senate Bill 1 (SB1) requiring more rigorous learning standards to ensure more Kentuckians graduate from high school ready for college or career, and for collaboration among postsecondary institutions to accomplish this goal. Further, all teacher preparation programs value diversity and the importance of helping all children develop reading and literacy skills, attaining high levels of skill in assessing the outcomes of instruction, and using those skills to develop strategies for closing identified achievement gaps.

KERA Initiatives

As course participant completing the requirements of this course, make sure you pursue your projects and assignments while addressing all components of the KERA initiatives: Kentucky Learning Goals and Academic Expectations, the Kentucky Program of Studies, and the Core Content for Assessment.

EPSB Themes

Throughout the semester, you will become more aware the four strands expected of Educators as Leaders (**EPSB Themes**) these defined as:

Diversity - Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

Assessment – Strategies used to continuously monitor and modify instruction to meet student needs and support proficient student work.

Literacy – includes reading, writing, and the creative and analytical acts involved in producing and comprehending text.

Reading Strategies (15) – 150 points

You will create 15 different strategies based on the strategies found in your textbook. These must be adapted to fit your own content/curriculum needs. Please do not ask if you can bring in something that you have already used in your field experiences as that defeats the purpose of this assignment, which is to show your creativity in adapting your content to meet the needs of your students. Also, please do not simply copy the strategy from the book or print it out from your handy dandy CD-Rom that comes with your text. ADAPTED strategies. Adapted. Meaning you adjust, manipulate, adapt the strategy making something completely new. You think I'm being sarcastic but it happens. Every semester.

Reading Response Presentation – 25 points

You will work with a partner (or more based on class size) in presenting one chapter to the class. This should be an overview only. You will also spotlight 2-3 strategies from your chapter (that's 2-3 per group member). These can be strategies that you liked or that you didn't particularly think effective. Be warned: some chapters have 30, 40 or more strategies to choose from. Please do not try to cover each and every strategy. It's just a four hour class.

Reading Philosophy What Content Teachers Should Know about Adolescent Literacy – 100 points

This will be based on The National Institute of Literacy's paper of the same name. I will provide you with an electronic copy. You will read it and from it create your own personal reading philosophy on how you will address adolescent literacy needs in your classroom. This will be in the form of a paper that you will present to the class.

Response Papers – 100 points (25 pts. for each)

I will provide you (electronically) with articles to read and you will prepare written responses. There will be four articles. Your response is just that: what did you think about this article; how will this help your students improve their reading and writing to learn content in the classroom and in life.

Website Reviews – 75 points

One of the things I like about our text is the number of websites that will provide you with additional help in the classroom. I have listed all of the websites from the book onto one resource. Choose any 10 to review. I have also provided you with the PDF of Kathy Shrock's website evaluator for middle/high school. This is a great document to use with your students and it much more user friendly than the one in our text.

Field Trip Planning Web - 50 points

A necessary evil. The Field Trip. It's amazing how much work, anxiety, stress, and logistics go into taking a group of school kids out of the building. You have to be equal parts CPA, drill sergeant, event planner, counselor, and nurse. And, at least in Jefferson County, each successive year gets a bit trickier with paper work and rules. (Surprise! New for the 2011-2012

school year – you must know the health & medication safety standards for every state & county you travel through!) The kids see it as a break from class. If teachers on your team view it as a break then either they're not part of the planning or they aren't using it as it was meant to be used. It is essential that we see it and USE it as an effective means of developing reading and writing for diverse learners through differentiated instruction while teaching content through authentic experience. Personally, I hate field trips. Yet, I plan a minimum of four each year. I want you to see field trips for what they are and to make planning your next field trip as easy and seamless as they are essential to student learning.

Field Experiences (20 clock hours)

Collaboration with content area classroom mentor teachers to complete all field experiences described in assessed learning outcomes # 4, 5, 6, and 7.

Professional Development

Students must document participation in one professional literacy organization at local, state, or national level; attend at least one PD session for adolescent literacy development through JCPS; and submit a Professional Growth Plan for content area literacy educators (assessed learner outcomes # 8 & 9).

Grading Scale: Total = 500 points

460 - 500 = A

429 - 459 = B

388 - 428 = C

Student Attendance: Students are expected to attend all classes. Illness or other emergencies should be discussed with the instructor prior to class: if not in person, leave a message at (502) 494-0823 or email: bgunnell@insightbb.com.

Punctuality: *Out of respect for everyone's time commitments, I start class ON TIME. I expect the same from you.*

Laptops: If you have one, you are welcome to bring it.

Assignments/Incompletes: You are welcome to turn in any assignment at any time. All assignments are due on November 14. You may turn in assignments electronically as an email attachment or a paper copy. Assignments turned in before the end of the semester will receive feedback. **INCOMPLETES:** In the course of human events . . . well, the unexpected happens. Please don't stress yourself out with this class. An incomplete is an easy thing to receive if you need additional time to complete assignments. You can have several days or up to a month. An incomplete does not affect your GPA (unless you never turn in your assignments, then your "I" will become an "F").

Tentative Course Outline

Saturday, September 3: LABOR DAY ~ Class will not meet, but your reading and research begins.

Wednesday, September 7: Read “Formative Assessment” article. Write response paper (see guidelines above). Be prepared to discuss paper at 9/17 class. Begin field experiences, and document your participation and teaching.

Saturday, September 17: Overview of Syllabus; Identifying YOUR needs from this class; People Search; K-W-L; Anticipation Guide; Probable Passage; Magic Square; Chapter presentation assignments; “Formative Assessment” paper and discussion

Wednesday, September 21: Read “Growth Mindset” article. Write response paper (see guidelines above). Be prepared to discuss paper at 10/1 class.

Saturday, October 1: Planning a Field Trip; Informal assessments; readability formulas; “Growth Mindset” paper and discussion

Saturday, October 15: Response to assigned reading presentations (ALL)

Wednesday, October 26: Read “What Every Content Teacher Should Know About Literacy.” Be prepared to discuss at 10/29 class. READING & WRITING PHILOSOPHY and PROFESSIONAL GROWTH PLAN -- DUE ON SATURDAY.

Saturday, October 29: Foldables; “Content Teacher” discussion; Response to Interventions (behavior) – CARE for Kids & Foundations; Content Area novels; picture books for cross-cultural learning with YAs.

Saturday, November 12: Kentucky Core Academic Standards (KCAS); Characteristics of Highly Effective Teaching and Learning (CHETL); Response to Interventions (academic); websites

Wednesday, November 16 : Read “Fun in the Classroom” & “Differentiation”. Write response papers. Be prepared to discuss at 12/3 class.

Saturday, December 3: Discuss “Fun in the Classroom” & “Differentiation.” Share reading philosophy, present strategy; share one website review; share field trip planning web (LAST class day)

Grades as Defined by the University Catalog – Graduate

The interpretation of grades in graduate work is as follows. Please note that "plus and minus" (e.g., A-, B+) grades have no effect on GPA.

- A** indicates work of excellent quality: a superior grasp of the content of the course, initiative in doing work beyond ordinary assignments, originality in problem-solving, and ability to relate the knowledge of the course to other knowledge.
- B** indicates work of acceptable quality for the graduate level: a grasp of the essentials of the course, the satisfactory completion of the work assigned, and average ability to see relationships and to make applications.
- C** indicates grasp of only the minimum essentials of the course: it is passing but indicates work below the level acceptable for a graduate student. Students who earn a grade of C may be dropped from their program.
- F** indicates failure to master the minimum essentials of the course or unauthorized withdrawal from a course.

One course grade of F in a graduate program is cause for automatic dismissal.

Graduate

- W** indicates approved withdrawal from class, in accordance with published university policies. See the University's Withdrawal Policy for more information.
- I** indicates that a student's achievement in the course has been satisfactory but, for some good reason, the work is incomplete and permission has been given to complete the work within a given period (not to exceed 90 days). A contract between the student and the faculty member, stipulating the work to be completed and the date on which the work must be completed, must be filed with the registrar. If the work is not completed within the time stipulated, a grade of F is recorded. Students should note that the grade of I is given only in cases of emergency and not as a matter of convenience to the student. Any extension of the three-month period for course work completion requires the written approval of the Senior Vice President for Academic Affairs.
- X** indicates course work that has not been completed because of the nature of the study. Only academic courses that have an internship or practicum as the primary course content are eligible for this category. If the work is not completed within 12 months of the initial assignment of the X grade, a grade of F is recorded. Any extension of the 12-month period for course work completion requires the written approval of the Provost.

Academic Policies and Procedures

The current University Catalog delineates pertinent academic policies, including academic and professional integrity. Each student is responsible for compliance with these policies, as well as the regulations, requirements, and information contained the relevant College of Education handbooks. **Undergraduate and Graduate Academic Policies** may be found in the University Catalog at <https://www.spalding.edu/catalog>.

College of Education Policy – Plagiarism

The College of Education is committed to the highest ethical standards, which include academic integrity. Instances of plagiarism and other unethical behavior at the undergraduate level will be handled according to the policies and procedures found in the University Catalog. As graduate work is at a higher level of study than undergraduates, students who plagiarize in graduate programs are held to a higher standard of conduct. Graduate students are expected to produce original work; turning in work produced by others is unacceptable. A student who plagiarizes at this level receives an "F" for the assignment and the course, and is dismissed from the program.

Academic Integrity

Characteristics of academic integrity include fairness, respect for others, personal responsibility, and proper recognition and acknowledgement of resources used in all educational activities. In order for this diverse community of learners to fulfill its mission of shared exploration, creativity, and justice, all members must feel free to participate in an atmosphere of trust. A goal of the University is for the concept of integrity to become a habit of the mind and a reality in performance, enriching and guiding all members of the community. Members of the Spalding University community will demonstrate a high standard of integrity in all areas of academic work and university experiences. Faculty are held to high expectations of integrity through professional and disciplinary practices and through policies outlined in the Faculty and Employee Handbooks. In this same spirit, students who breach the University's Policy on Academic Integrity are subject to disciplinary action. Students, faculty and staff have the duty to report any instance of academic dishonesty to the appropriate authority (i.e., faculty member, dean, chair, program director, etc.). Penalties for academic dishonesty may vary or be more stringent in particular academic units.

Definition of Academic Dishonesty

"Academic dishonesty" includes academic lying, stealing, or cheating for the purpose of affecting one's grade, course credit, or status, including but not limited to the following:

Submitting another person's work as one's own and misrepresenting assigned work as the product of one's sole independent effort; fabricating work and/or resources as authentic material; submitting work for more than one course without the prior approval from each faculty member involved; plagiarizing (i.e., using verbal, written, or visual representations of ideas, works, phrases, paragraphs, or entire documents by others as though the work were one's own); **NOTE:** This includes presentation handouts, PowerPoint presentations, etc.); conducting research that does not comply with the established university policies (see the Policy on the Use of Human and Animal Subjects); fabricating or falsifying data; assisting student(s) in engaging in academic dishonesty; using any unauthorized assistance in completing quizzes, tests, or examinations, or specific course assignments/projects; acquiring, without permission, any academic evaluative or testing materials; influencing or attempting to influence through the use of bribery, threats, or any other means of coercion, any Spalding University official, faculty member, graduate student, or employees responsible for processing grades, evaluating students, or maintaining records; unethical activities related specifically to professional standards and practices (i.e., expectations regarding internships, externships, etc.). These violations are governed by individual school or program policies and guidelines and the

Policy on Professional Integrity https://www.spalding.edu/catalog/catalog.asp?cat_id01=4301 for graduate students and students in professional education programs.

Procedures for instances of possible breach of academic integrity

https://www.spalding.edu/catalog/catalog.asp?cat_id01=3087

Student Appeal Procedures

https://www.spalding.edu/catalog/catalog.asp?cat_id01=4297
